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AUTHOR Nedleman, Mark D.
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ABSTRACT

The pursuit of graduate studies can involve a substantial amount of personal effort, especially for married graduate students having to balance the demands of work and parenting, as well as a relationship with their spouse. This study was conducted to examine the amount of stress felt by married graduate students and to determine what student support services these students consider helpful. Differences by gender, ethnicity, parental status (with or without children), and employment status (working or not working) were explored for 84 graduate students in the School of Education at California State University. The results revealed that the greatest stress faced by the respondents was in their relationship with their spouse, followed by work/financial, parenting, recreation/leisure, and institutional support. While both genders reported the most stress from their relationship with their spouse, males reported least stress in the recreation/leisure category while females reported the least stress from parenting duties. The respondents appeared to have little time for interventions or other services. Results of chi square analysis revealed no significant differences in either gender or ethnic groups in terms of stress and institutional student support categories. Collapsed scores of the institutional student support service domains revealed disinterest on the part of the respondents. Survey forms are appended. (42 references) (NB)

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CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

A SURVEY OF MARRIED GRADUATE STUDENTS ON SOURCES OF STRESS AND THEIR NEEDS FOR INTERVENTION

A graduate thesis submitted in partial fulfillment of the requirements for the degree of Master of Science in

Counseling, Specialization in
College Student Personnel Services

by

Mark D. Nedleman

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California State University, Northridge

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ABSTRACT

A SURVEY OF MARRIED GRADUATE STUDENTS ON SOURCES OF STRESS AND THEIR NEEDS FOR INTERVENTION

by

Mark D. Nedleman

Master of Science in Counseling, Specialization in College Student Personnel Services

The pursuit of graduate studies can involve a substantial amount of personal effort, especially for married graduate students having to also balance the demands of work and parenting, as well as a relationship with their spouse. Students in this situation may perceive a great deal of stress from juggling these tasks. They may face concomitant developmental tasks and transitions including graduate school that could serve as an extra burden to their already demanding lifestyles.

This study was developed to examine married graduate student responses to a survey/questionnaire in terms of stressors stemming from their relationship status, parenting, work/financial contribution, institutional support and recreation leisure matters. Three student support services, including academic services, counseling and recreation/leisure programs and comparing these responses to the student's gender and ethnicity. The thesis focused on graduate students who are married, with and

without children at home, working and not working and attending the CSUN School of Education. Based upon Chi Square analysis, the results revealed no significant differences in either gender or ethnic groups in terms of stress and instititutional student support categories. Additionally, collapsed scores of the institutional student support service domains revealed disinterest on the part of the respondents.

However, some interesting findings were discovered when individual questions concerning stress and student support were examined in the frequency data. Male respondents and female respondents reported the most stress from their relationships with their spouse; males reported least stress in the recreation/leisure category, while females reported least stress from parenting duties.

Despite their experiencing of stress, the respondents appeared to have little time for interventions or other services. It is possible that their needs for the amelioration of stress may be met outside of the university.

Further research should focus on cohabitating versus married students, age, those with children and those who do not have children. Also, comparison of married graduate students at a commuter school could be compared with those on a residential campus.

CHAPTER I

Statement of the Problem

Introduction

As a full-time graduate student, the researcher had the opportunity to meet and speak with a large number of enrolled married students currently pursuing their master's degree in the School of Education at CSU, Northridge. They tended to have a number of responsibilities to juggle, in addition to those of attending graduate school, including a part- or full-time job, maintenance of a household, a relationship with their spouse and, in some cases, raising one or more children.

Based on informal discussions with students in this category, it seems they feel out of balance, drained, stressed and, in general, express some dissatisfaction with the demanding balancing act.

The added demands of graduate school is often a source of spousal conflict, sexual concerns, physical and emotional distancing (Giles, 1983). This may partially explain the high (as much as 50% in some fields) dropout rate of graduate students (Cesari, 1990). Married graduate students may experience problems based on arrangement of roles which negatively affect individual power, tasks and time (Epstien, L. M., Namir, S., Nannis, E. D. & Paul, J., 1980). The non-student spouse may voice complaints to his/her student partner about not being focused on the relationship and

providing little financial support (Epstien, L. M., Namir, S., Nannis, E. D. & Paul, J., 1980; McKeon & Piercy, 1980; McRoy & Fisher, 1982).

Another problem in graduate student marriages occurs when the non-student spouse is not supportive of his/her partner's pursuit of the degree, which may result from a perceived widening gap of educational attainment between the partners (Giles, 1983). Married female graduate students seem to experience greater psychological and physical stress than their male counterparts (Mallinckrodt, Leong & Kralj, 1989) and role conflict (Hite, 1985). An additional problem is the lack of time for recreational and leisure outlets that can exacerbate the level of stress of the married graduate student (Metcalf, 1968, McCoy, 1979 & Hedstrom and Hedstrom, 1983).

A related issue concerns the matter that married university students have to cope with vague and broadening roles and expectations of each other, which can result in differing - and potentially problematic - demands on the individual. Some couples may engage in traditional masculine and feminine gender roles that could be dysfunctional in contemporary times (Kolander, 1985).

Adding to the various factors impacting the couples' relationship is the variable of the university as a source of support. Universities have provided little support or acknowledgement of and dealing with the unique and

troublesome issues confronting married graduate students (McKeon & Piercy, 1980; Gilbert, 1982; Giles, 1983; and McCoy, 1979). This situation may be compounded by the vicious circle of apathy that results from students not receiving the institution's help; students themselves accept this inaction (McCoy, 1979). In addition, female students generally have more difficulties than male counterparts in terms of obtaining support from their academic advisors as well as student support services (Hite, 1985 & McRoy, 1979) and are less apt to interact with their professors (Gilbert, 1982).

Taken all together, the challenges, problems and responsibilities faced by working, married parents in graduate school can result in a good deal of personal stress.

Purpose

Given the dynamics of combining a marriage, work, childraising, household duties, and graduate study, the purpose of the thesis is: (a) to investigate the amount of reported stress felt by married graduate students with and without children, working and not working, who are attending the CSUN School of Education; (b) to examine the differences in the perceptions of stress in terms of gender; (c) to examine the differences in the perceptions of stress in terms of ethnicity; (d) to find out what student support services would be perceived as helpful to students; (e) to

find out what student support services would be perceived as most needed according to gender; and (f) to find out which student support services would be perceived as most needed according to ethnicity.

The university should take the lead in providing services to help students not only achieve their academic goals, but to provide opportunities for growth and support (Van Allen, 1988) which could increase enrollment at the institution. Additionally, married graduate students could find it vital to their marriages to have the early intervention that the university is in a position to offer (McCoy, 1979).

Definitions of Terms

Some terms are repeated in the thesis that require clarification. These terms are alphabetically listed and defined below:

Academic Support: the means by which a student is helped in completing school related demands and requirements.

Full-time student: taking at least eight graduate semester units.

Full-time Work: a job involving more than 35 hours per week.

Married student: married with a partner in a durable relationship.

Need: Something that is justified in fulfilling some

specific purpose.

Part-time student: taking one to seven graduate semester units.

Role Conflict: personal strain resulting from academic, work, parenting, spousal, and other demanding activities coupled with high expectations pertinent to performing those activities.

School-related stress: stress that may impact a student's other roles, as a parent, spouse, working professional; can also negatively impact other life activities including, but not limited to, sexual relations, recreation and communication.

Stress: psychological and physiological reactions to significant and important life changes, chiefly related to lifestyle, including family, work, marriage, group and peer relations, education, religion, recreation and health. Alternatively, stress can be summed up as wear and tear on the human body, according to Selye (1976).

Student Support Services: services and programs designed in a way that promotes optimum student adjustment to the college/university milieu and, ultimately, successful completion of educational goals.

Rationale for the study

A lack of student services and support for graduate students may be partially responsible for student attrition (Mallinckrodt, Leong & Fretz, 1985). Assessment and

appropriate provision of graduate support services could result in the student feeling a greater sense of belonging on the campus (White, 1984) and enhance retention (Cesari, 1990).

To date, most research has only assessed the sources and nature of stressors of married graduate students. Differences with regard to ethnicity and gender need to be further examined as well as investigation of their needs for appropriate student services; little, if any, research has been conducted in these areas. It is also important to go beyond assessment of stressors and to examine what interventions could ameliorate marital challenges, stresses and problems of married graduate students (McKeon and Piercy (1980). Also, most research has focused on doctoral students, very little with graduate couples in master's programs (Hedstrom & Hedstrom, 1983). Their findings indicated that doctoral students do experience more stress than those in masters programs; additionally, female doctoral students experienced greater levels of stress than their male cohorts. Hence, this study would build upon the limited research existing thus far.

Limitations of the Study

Due to the limited population (surveying only 84 respondents in the School of Education), caution would have to be exercised in terms of generalizability. The study only focused on selected stressors and student support

services; the sample was limited to married, working and non-working students, with and without children, who are attending the CSUN School of Education. Also, a survey of this nature would require replicate studies in order to substantiate the results. Additionally, the results of this study would tend to be applicable to a large (30,000-plus) urban, commuter, four-year university campus.

Research Questions

Amount of Reported Stress

1. In which of the five areas do married graduate students in the CSUN School of Education report more stress: (a) relationship with spouse; (b) parenting; (c) work; (d) work/financial contribution matters; and (e) recreation/leisure matters?

2. Do married male and female graduate students in the CSUN School of Education report differences in the five stress areas: (a) relationship with spouse; (b) parenting; (c) work; (d) work/financial contribution matters; and (e) recreation/leisure matters?

3. Are there ethnic differences regarding perception of the five stress sources of married graduate students in the CSUN School of Education: (a) relationship with spouse; (b) parenting; (c) work; (d) work/financial contribution matters; and (e) recreation/leisure matters?

Institutional Student Support Services

1). Which of the following institutional student support services would be perceived as most helpful to married graduate students who are attending the CSUN School of Education: (a) academic services; (b) counseling and (c) recreational/leisure programs?

2). What student services - academic services, counseling and recreational/leisure programs - would be perceived as most helpful to married male and female graduate students?

3). What student support services (e.g. academic services, counseling and recreational/leisure programs) would be perceived as most helpful to various ethnic group members?

CHAPTER II

Review of the Professional Literature

Research Findings

There is a moderate amount of research concerning married graduate students, their families and their problems. Little of this research focuses on students in master's programs (Hedstrom & Hedstrom, 1983). Existing research has focused primarily upon assessment and measurement of marital stress and adjustment as well as concerns regarding finances, parenting responsibilities, academic problems and work related matters.

While the studies have added insight and a number of author-initiated suggestions for interventions, review of existing research has not borne out any studies assessing what it is that the graduate students want or need in terms of student service interventions. On a local level, CSU Northridge was to have completed a survey of student (both undergraduate and graduate students) needs; this study was developed by a graduate student (Goldberg, 1990) in the Student Affairs office. Due to resource and budget considerations, the proposed assessment has not been performed.

The first section in this chapter will examine the literature regarding graduate students and their problems. The following areas will be surveyed: (a) entry and persistence in graduate school; (b) marital adjustment of

graduate students; (c) work and financial matters; (d) graduate study and the family; (e) conflicts of male graduate students; (f) conflicts of female graduate students; (g) influence of ethnicity on graduate student retention; (h) academic discipline related to graduate student tension; (i) self-esteem of graduate students; and (j) institutional neglect of graduate student problems.

The second section will address the developmental issues of the adult learner and their psychosocial developmental tasks.

The final section will examine the literature on possible intervention to help the graduate student as well as suggestions regarding further study.

Entry and Persistence in Graduate School

The initial entry experience in graduate school, as studied by Goplerud (1980), can have a strong impact on the graduate student's persistence in the program. Goplerud correlated level of social support with students' perception of physical and emotional stress and found that the greater the level of social support (e.g. by faculty, spouse, family), the lesser the amount of perceived stress.

Research has also been conducted to correlate marital satisfaction with program completion. In a study of master's students, Hedstrom and Hedstrom (1983) found that the further along a graduate student was toward completion of his/her program, the more negative the ratings on several

measures of marital satisfaction.

Marital Adjustment

McKeon and Piercy (1980) studied the level of marital adjustment and considered several variables: whether both or one partner was in school; age; and gender. Upon scoring the Locke-Wallace Short Marital Adjustment Test, the authors found a better level of adjustment where both spouses were in graduate school (at the doctoral level) and where the couple had been married less than five years. Conversely, couples with one spouse in school, married less than five years, tended to show poorer levels of marital adjustment.

In their study of three groups of married graduate students, McRoy and Fisher (1982) found marital adjustment tended to be dependent upon the status of the marital partner. When the husband was the student and the wife the sole breadwinner (and non-student), poorer relations were reported. However, if the student husband made even a minor financial contribution, then the non-student partner's scores on the Dyadic Adjustment Scale reflected greater happiness. By contrast, the female student whose non-student partner provided most of the support, reported a higher level of marital satisfaction. Greater marital satisfaction was reported in cases where the couple had more money, were married longer and were over 30.

Work and Financial Matters

Financial support from the family system is vital,

whether from the spouse, parents or in-laws. Stress and marital strain may result from having to sustain a family with marginal financial resources (Gilbert, 1982). The paucity of financial resources may bring about the development of new social relations, especially in the situation where the student spouse is completely dependent upon his/her spouse for financial support (Giles, 1983). McCoy (1982) reported higher marital friction if the non-student wife provides the entire economic support. The author also noted that the husband can tend to feel resentful in his being financially dependent upon his wife, who serves as the sole breadwinner. Despite the difficult circumstances, graduate student families may see their limited living standards as a way of deferring gratification for long term goals (i.e. the graduate degree will translate to a higher salary and standard of living). Graduate school, while seemingly a financial burden could also be perceived by the family as an investment (Giles, 1983).

Graduate Study and the Family

The graduate family as a whole may be threatened with the attendant stress, communication, time and other limitations and challenges posed by graduate study (McLaughlin, 1985). In some cases, the addition of children can aggravate the marriage, especially when the graduate student couple experiences difficulty securing reliable and economical babysitting and child care (McCoy, 1982). In the

same vein, the family unit can be negatively affected when one or both parents are engaged in graduate school. Attaining a degree of life quality can be difficult in light of strained family relationships and having to cope with multiple roles (Giles, 1983).

Gilbert (1982) described the impact on Ph.D. graduate students and their family from a family systems approach, with consideration of such factors as self-image, student composition, financial matters and marital relations in a review of existing literature on the different factors affecting graduate student families. Gilbert concluded that graduate students need a university counselor (or other advocate) with the power to intervene on their behalf, given that many graduate students do not perceive themselves as powerful or influential.

Conflicts of Male Graduate Students

Married male graduate students generally perceive their marriages as an asset (e.g. having emotional and sexual needs met), and tend to like the student role more than student wives (McLaughlin, (1985). This may be due in some cases, to having no additional role, as would be experienced by a student wife; thus, he will help out with chores and duties but still rely on his wife to carry out most of them (Giles, 1983).

The nature and level of conflict of the married male doctorate student between his role as a father, husband and

student status was researched by Metcalf (1968). Findings indicated greater role conflict where the subject experienced poor socio-recreational life. Also, where subjects experienced difficulties in one role, other roles also tended to be impacted. Metcalf noted that, while high stress of the students impinged upon school performance, it also affected family life.

Conflicts of Female Graduate Students

Married female graduate students with parental duties tend to have difficulties reconciling the multiple roles of student, spouse and mother, more so than in the case of males (McLaughlin, 1985). McCoy observed that children may serve to magnify existing tensions and stresses with which the graduate couple are dealing, as well as reduce the effectiveness of the student. Mallinckrodt, Leong and Kralj (1989) researched married male and female graduate students with emphasis on measurement of psychological stress and health problems using a survey form with several scales. Their findings indicated that women graduate students incurred greater levels of stress and were more apt than males to suffer health symptoms. Female subjects also reported more negative life changes than the male subjects, and the males reported more concern over financial concerns than the female cohorts.

In a related study, using a survey, Yarushalmi-Yaron (1987) found that married graduate students inaccurately

perceived their spouses' general heath and marital adjustment scores (where marital adjustment means that the couple can adequately evaluate individual perceptions of the quality of their relationship). More specifically, the author found male subjects viewed their spouses health less favorably. Their wives, on the other hand viewed their husbands' health as similar to theirs; there was less discrepancy. The greater the discrepancy in perceptions of each other's general health, the poorer the marital adjustment. The author suggested that discussion between graduate spouses concerning health matters helped promote well being and increased marital satisfaction.

In a similar study, Namir (1982) found women were more prone to stress than their male spouses, when comparing three groups of married couples: couples with a new baby, couples who were not in school and had no baby, and couples where the husband was in school. The couples with one spouse in school reported the highest stress of the three groups of couples.

Influence of Ethnicity on Graduate Retention

Ethnicity may also play a part in terms of graduate student stress. For example, a recent Los Angeles Times article described the unique problems faced by Native American students (Pyle, 1990). At the undergraduate level, only 15% to 20% of Native American students graduate from college due primarily to lack of social, familial, financial

support. Retention rates of Native American graduate students are unknown but may also be comparatively low.

Reflecting a rise from 1986 to 1988, graduate minority enrollments rose beyond the national level for all graduate students of 2.9%: Asian American, Black and Hispanic enrollments grew by 8.4, 9 and 13.1 percent, respectively. The increase is partly due to more aggressive recruitment of minority graduate students (Blum, 1990). However, graduate minority enrollment over the years has been fitful.

An American Council on Education (1985) report described losses of graduate minority students, especially Blacks and Hispanics. Although both groups reached their enrollment peaks in the mid-1970's, their numbers have fallen three percent. Enrollment patterns tend to reveal minority graduate populations as having many peaks and valleys.

Matchett (1988) assessed attrition of graduate students in the Education discipline at a Southwestern university. The dropout rate (which was 15 to 50%) depended upon such factors as academic discipline, ethnicity and immigration status. Findings indicated that ethnicity played a significant role in attrition, while gender was not significant in its impact.

The problems of fitful minority enrollments have prompted some educators to attribute the causes for the enrollment instability to: lack of a viable retention

strategy (Isaac, 1986, and Turner, 1986); few financial resources (ACE, 1985 and Keller, 1988); lack of leadership in graduate student recruitment (Keller, 1988); and inadequacy of encouragement of minority undergraduates to consider graduate study (Issac, 1986 and Keller, 1988).

Academic Discipline Related to Graduate Student Tension

The type of academic discipline may be linked to perceived tensions some graduate students experience. Hite (1985) conducted a survey of graduate students who were studying in traditional, androgynous and non-traditional majors. The author analyzed the majors and compared them with student perceptions of role congruity, level of support from peers and level of support from faculty. Findings indicated female subjects felt greater role incongruity and less faculty support in androgynous majors (males, too). High levels of peer support were reported for females in non-traditional majors.

At California State University, Northridge, Mitchell (1990) observed that MFCC students in the School of Education may experience comparable stress due to the large number of hours (3000) needed for supervised counseling training compared to other graduate students whose graduate programs require few, if any, fieldwork hours. Mitchell added that no matter what the graduate program, students would likely have unique stressors endemic to their particular program.

Self-Esteem and Graduate Students

Additional evidence exists to support the notion that interaction of self-esteem, self-concept and social support may strongly determine the level of spousal satisfaction with regard to marital relations, particularly with regard to couples who geographically relocate so that the student spouse may attend a graduate program versus those couples who did not relocate (Epstein, Namir, Nannis & Paul, 1982). Additionally, authors Hedstrom and Hedstrom (1983) found that Marriage, Family and Child Counseling (MFCC) students experienced as much dissatisfaction and negative aspects in their marriage as those master's students who were not in the MFCC program. The authors expected that MFCC students, by virtue of their training in communication and counseling skills, would report less negative aspects with regard to their marriage.

Institutional Neglect

Providing another description of married Ph.D. graduate students relationships, Giles (1983) conducted an ethnographic interview study. Giles suggested that married graduate students were given little attention by colleges and universities and cited the need for continued study, particularly in the area of norms, expectations, differences of marital adjustment according to field of study. Rationale for continued study, as cited by Giles include the lack of knowledge faculty, staff and administrators have

with regard to the problems of married graduate students. Giles also pointed out that retention should be looked at by student affairs staff, faculty and administrators, since more than 25% of their student population is married. Finally, married graduate students ought to seen as needing support resources in order to optimize their experiences in the university; these may be accomplished via campus faculty, staff and administrators. The author also discussed the importance of studying the long term effects of graduate study on married couples and the extent to which institutions of higher education can help them.

In a similar vein, graduate students as a whole may be ignored by the university in terms of requiring special services, especially sub-groups of graduate students such as minorities, women, and single students (Rimmert, Lammert & McClain, 1982).

Institutions of higher education should consider the payoffs of implementing improved services to adult students (which would include graduate students). According to Schlossberg and associates (1989), these include improved self-esteem of the students, improved learning skills, enhanced community image, greater integration into the surrounding community. The institution's characteristic of being interactive and entrepreneurial may go a long way toward better serving the adult learner than those schools that are bureaucratic and classical in their nature.

The Needs of the Adult Learner

The shifting demography on college campuses has occurred at a time when many institutions have retained traditional approaches to student services, according to a recent study on adults in higher education (Schlossberg, Lynch and Chickering, 1989). Additionally, the needs of the adult learner become more differentiated with age; the authors observed that many institutions of higher learning treat the adult learner in a way that is inappropriate. Additionally, they note the adult learner is critical and reflective. In the same context, student personnel staff should acknowledge and assist the adult learner; admittedly, this will require taking a new perspective of students as a whole (Brodzinski, 1980).

Adult students require different services and supports than traditional age students; Adams (1989) suggested that the institution provide an individual approach, with such ingredients as advisement, and adult support group, career assistance, family care and an academic closure process.

Graduate students may find additional stress from being out of school (undergraduate) for a period of time; they need to readjust their student roles, especially women, according to Fortune (1987). In another study, Schmidt (1989) investigated adults returning to higher education for their graduate degrees. Findings indicated that a large number (60%) of these students experienced obstacles to

learning, mostly to due to such dimensions as test anxiety, time management, role shifts, family and job commitments.

Psycho-Social Developmental Tasks of the Graduate Student

Adult learners (and graduate students) differ in many ways; they differ in according to age, learning ability, social standing and role. One useful context to examine these differences would be the transition framework. Schlossberg and Chickering (1989) describe adult students as rearranging their roles, responsibilities and relationships as they enter the educational institution. During this time of transition, the authors suggested that a "crisis of identity" (p. 37) may be experienced; thus, when a person's major source of self is altered, the possibility of a crisis is likely.

Erikson's (1980) perspective has been useful in understanding students and their life cycle processes. Chief among these is the stage of identity. Although the identity stage has been related to early adulthood (e.g. 16 to 23), it could recur in older adult students (including graduate students). Returning to the university environment may well involve a reshuffling of their self-definitions.

Fiske (1980) found middle-aged men and women redirected their energy toward relationships and competence, respectively. This researcher, through anecdotal experience, has generally found more than a few midlife women pursuing graduate education as a result of their shift

from family-centeredness to development of mastery outside of the family sphere.

Levinson and his associates (1978), noted that males in midlife reevaluate their opportunities; they tend to look back and question their previous life/career choices. This researcher has spoken to several male graduate students and was intrigued to find some of them were radically shifting their careers (e.g. Federal Bureau of Investigation) to an occupation in the Education profession such as School Counseling.

Suggested Interventions

Much documentation exists that suggests a number of interventions to meet the needs of married graduate students. Such recommended interventions include workshops/seminars on time management (McLaughlin, 1985 & Rimmert & Lammert, 1982), stress reduction (Holahan, 1979), upgraded counseling services (McKeon & Piercy, 1980, Yarushalmi-Yaron, 1987), coping skills (Cesari, 1990), support groups (Cesari, 1990, Hite, 1985 & White, 1984, Epstien, Namir, Nannis & Paul, 1982), balancing roles (Rimmert & Lammert, 1982), mentoring (DeVaul & Murphy, 1982 & Mallinckrodt, Leong & Fretz, 1985), academic department support (Gilbert, 1982, Hite, 1985 & Goplerud, 1980, Holahan, 1979), more relevant campus programs and activities (Giles, 1983) and improved retention support services (Van Allen, 1988).

At California State University, Northridge, Goldberg (1990) developed a proposal for a student needs survey that would assess the student support service needs of all CSUN students, including graduate students. In turn, the Goldberg suggested that all student affairs areas would develop programs, services and interventions in response to those needs. At present, the survey has not been carried out through the Office of Student Affairs, due to a lack of resources and money. However, this researcher is aware of a recent student service needs survey performed by the CSU Chancellor's Office.

Actual interventions reported by several authors have included workshops on personal growth/life/career planning (McCoy, 1979), dissertation/thesis support groups (Cesari, 1990), stress management (Mallinckrodt, Leong & Fretz, 1985), and a graduate student mentoring program.

Suggestions Regarding Further Study

Beside the suggested interventions, some authors have described the need to perform further study of married graduate students. These include studies on role orientation (Kolander, 1985), outcome evaluation of interventions (Gilbert 1982), Gender (Mallinckrodt, Leong & Fretz, 1985), longitudinal studies of graduate student couples prior to, and after marriage (Metcalf, 1968), perception of losses versus additions in transitioning to graduate school (Namir, 1982), examination of the

institution, stress and its relation to married graduate students (Gilbert, 1982), student support program participant success rates versus non-participant success rates (Mathiason and Neely, 1988), the university as a systemic cause of stress (Hedstrom and Hedstrom), and dual graduate student marriages (McKeon & Piercy, 1980).

Based upon the literature review, there appears to be a moderate amount of research concerning working students attending graduate school and the nature and types of stressors they are experiencing via their multiple roles. However, most of the articles describe only a part of a graduate student's perceived stressors (e.g. sex roles, financial problems, institutional neglect). Most of the authors of the articles are prescriptive in their suggestions of interventions to help these students cope with their demands.

However, it was interesting to note that little, if any, effort has been made to survey married graduate students with or without children, working or not working, to ascertain what stressors seem more significant than others. Also, there has been little or no effort to ask these students about interventions they would find helpful and desirable as suggested by McKeon and Piercy (1980). They have pointed out that it is important to ask for the advice of graduate student couples in planning programs and services to meet their needs. The prescriptions suggested

by the various authors are based upon their research.

At this point, it would be important for married, graduate students with work and family responsibilities to describe from their perspective what the stressors are within their families and within the university and to note what the institution can do to best help them handle their multiple roles.

CHAPTER III

Methodology

This chapter deals with the methodology and procedures involved in the preparation and process of distributing and analyzing the survey/questionnaire in order: (a) to investigate the amount of reported stress felt by married graduate students with and without children, working and not working, who are attending the CSUN School of Education; (b) to examine the differences in the perceptions of stress in terms of gender; (c) to examine the differences in the perceptions of stress in terms of ethnicity; (d) to find out what student support services would be perceived as helpful to students; (e) to find out what student support services would be perceived as most needed according to gender; and (f) to find out which student support services would be perceived as most needed according to ethnicity.

Sample

The sample consisted of 84 graduate students who were married, working and not working, with or without children, who were students in the School of Education at California State University, Northridge. Participants completed surveys in their classrooms. In order to obtain the maximum sample size, the researcher distributed 196 copies of the survey. Hence the sample was 43 percent of the total respondent size.

The sample of students, which served as the basis for

this study, was comprised of eight males and 76 females who were enrolled as graduate students in the School of Education.

Over two thirds (66%) of the respondents were in their first and second years of graduate study, while the remaining third had been studying three or more years.

Nearly forty percent of the respondents were enrolled full-time (eight or more units), while the remainder were part-time (less than eight units) students.

Most of the respondents were in the Department of Educational Psychology and Counseling, followed by Special Education and Elementary Education (58%, 14% and 14%, respectively).

Most of the respondents had been married from one to five years (44%) followed by those who were married six to ten years, 16% and, longer than ten years, 29%. This finding may reflect a tendency of students to pursue schooling at the beginning of the marriage or pursue it later, after their children are in grade school.

Most respondents were 45 years of age and younger. Those students in the age range of 25-35 had the largest representation (41%), while 25% were in the 36-45 age range. This finding may indicate the need of the respondents to advance their careers or, in some cases, to change careers. The latter case may hold true for those in their late thirties and early forties, who may experience life and

career transitions.

There were few ethnic minorities in the sample. American Indians, African Americans, Asians, Latinos and Middle Eastern groups totalled only 12% of the total sample. This percentage was lower than the campus-wide minority graduate student percentage, which was 31%. Students of Northern European Heritage ("White") comprised 53.6% of the sample. The "Other" category contained over 28% of the respondent sample. It may be that respondents either felt the ethnic category of "Northern European Heritage" inappropriate, or, as suggested by Cabello (1991), they may be of mixed ethnicity.

There were only two immigrants in the sample, both having been in the United States five or less years. Most of the respondents did not respond to the immigration box; it could be assumed that they were born in the U.S.

The number respondents who had children at home totalled 33 (40%), while the balance of respondents did not (60%).

The number of respondents who had children in age range from infancy to adult (including those not living at home) totalled 42. Eleven children were described as being either in college or adult; it was likely they were not living in the home.

Most of the students were working (over 81%), while the balance were not. Over half the respondents were engaged in

full-time work. In terms of job stress, over three-fourths (77%) reported their jobs to be either moderately or highly stressful. Of those, nearly a fourth (23.8%) reported their jobs to be highly stressful. The majority of the respondents' spouses were working full-time (over 90%), while the balance were either working part-time (3.6%) or not at all (about 6%).

Instrumentation

A three-part survey was developed to: (a) identify demographic information with regard to year in school, average unit load, area of study, gender, partnership status, years together, age range, ethnicity, recency of immigration to U.S., number of children, age range of children, student employment status, student employment level of stress and spouses' employment status; (b) assess individual sources of stress in the domains of marital relations, parenting, work/financial matters, institutional support and recreation/leisure; (c) identify individual student preferences regarding programs and interventions as offered by student support service areas including, academic services, counseling and recreation/leisure programming (Attachment D).

Development of the Survey

Prior to distribution of the survey, the researcher conducted a pilot study of the survey for student comments, revisions and additions. Three males and four females were

given the field-test surveys. Ethnic breakdown was as follows:

	American Indian	African American	Asian	Latino	Middle East.	Northern European	Other
Women - 5	1	0	0	1	0	3	0
Males - 3	0	0	0	1	0	2	0

The researcher developed the survey and oversaw the distribution of a memo (co-signed by the Thesis Committee Chair) to all 190 CSUN Education professors requesting their cooperation in distribution of the survey to their students (Appendix A). Also, a memo was distributed to twenty Education Professors whose classes were randomly chosen to be surveyed (Appendix C) The memo provided instructions for distributing the surveys to the students (there were twenty surveys per class) and gave instructions for returning the completed surveys to the researcher.

Attached to each survey was a protocol form. The form advised each student of the nature of the survey, confidentiality of the results and a sign-off section, stating they had read and understood the protocol form information (Attachment C).

The researcher sent the initial memo to the professors in mid-February 1991. The selection memo with the packet of surveys was sent in late February to the selected professors, requesting them to distribute the surveys during late February through the end of March. It was expected that all the surveys would be handed in by March 31, 1991.

By this time, all but one packet of surveys were returned by the professors. The courses were selected by assigning numbers 001 to 160 to each course section offered in the spring 1991 semester (from the five week census) and using a table of random numbers.

All respondents wrote directly on the survey. No scantron sheet was used. Data was transferred from the survey to the computer, in conjunction with a coding sheet using WordPerfect 5.1. For example, a student marking "male" in question four, was be inputted as a "1" in the computer.

A student assistant inputted the raw data onto an IBM Personal computer using the WordPerfect 5.1 program. With the Computer Center staff assistance, the data was transferred to the SPSS program in the University's VAX mainframe computer system.

Upon generation of all data, the researcher analyzed it, highlighting significant findings in the data. It is expected that the analysis will be shared with School of Education administrative staff and faculty, as well as the Student Affairs staff at CSUN.

In examining each of the five stress areas, some specific stressors, did have higher ratings than others. For example, in the relationship stress area, there was more stress regarding household assistance from the spouse and the level of stress has increased since entering school. For those students with parenting duties, there were problems regarding providing enough time for their children. In the work/financial contribution category, student means were high for issues such as job stress and its effect on schooling, financial stability and having outside or school-based financial resources. Several areas in the recreation/leisure stress category revealed the following student concerns: having little or no time to engage in outside hobbies or things students enjoy as well as experiencing campus events, difficulties in balancing social and academic activities, difficulty in finding time to exercise and experiencing a general increase in stress since starting graduate school. There was also stress in institutional support with regard to graduate student programming, orientation programs and a general lack of familiarity with the campus and its services.

2. Married male and female graduate students were investigated in terms of statistical differences in the five stress areas: (a) relationship with spouse; (b) parenting; (c) work; (d) work/financial contribution matters; and (e) recreation/leisure matters. Chi Square analysis revealed no

significant differences in the domains of stress categories; both males and females reported comparable levels of stress.

Insert Table 2 about here

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3. Ethnic differences in the perception of stress of married graduate students in the CSUN School of Education were examined. Chi Square analysis revealed no significant differences; all three ethnic groups reported moderate to high stress.

Insert Table 3 about here

Institutional Student Support Services

1. Regarding which institutional student support service married graduate students felt would be most helpful, collapsed frequency data revealed all services - academic, counseling and recreational/leisure - to be of average importance.

Insert Table 4 about here

Frequency scores of individual questions helped shed more light on specific services perceived as desirable to married graduate students. Fifty percent or more of married graduate students reported a strong or moderate need for the

following institutional student support services: academic services pertinent to orientation, support groups for students and those doing thesis and comprehensive exams and student mentoring; counseling services related to stress management and support. The category of recreation/leisure programs and services did not reveal any programs that were seen as strongly or mildly needed.

2. Institutional student support services most helpful to married males versus females were as follows: for males, recreation/leisure (40%), counseling (20%) and academic services (0%); females, counseling (31.7%) recreation/leisure (31.1%) and academic services (23%).

Insert Table 5 about here

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3. Institutional student support services deemed most helpful by the various married ethnic group members ("Minority", "White" and "Other") as investigated by collapsed frequency data (summary of scores in each institutional student support service category), revealed the following information: "Minority" and "Other" expressed a higher need for academic services (both at 27.3%) than did "White" respondents - 17.1%. For counseling services, the "Minority" and "White" groups stated a greater need (36.4% and 33.3%) than those in the "Other" category (22.7%). Finally, the recreation/leisure category was viewed as more

helpful by "Minority" students (44%) than the "Other" group (31.8%) and "White" students (27.3%). But, as the researcher reviewed the "comment" sections, the seeming indifference to institutional student support services appeared to be a result of lack of time to use the services.

Insert Table 6 about here

Respondent Suggestions from Student Services Section

A number of comments were made concerning needed student services. Space does not permit a full treatment of these, however some of the highlights follow. Most responses reflected a lack of strong opinions in expressing the degree of helpfulness of the suggested institutional student support services. Several wrote that some services were helpful or desirable; some respondents noted they would never use the services. A few of the students noted that their needs were being met elsewhere.

For academic services, a number of students wrote their thoughts and suggestions, including the following: more course section offerings during the semesters and summer; more guidance and "shepherding" by the School of Education's Departments; opportunities to find out more about field opportunities for which the degree program prepares the student; career placement assistance; networking and informal gatherings with faculty and students; a teaching

credential support group; the need for professors to be more effective liaisons with licensure bodies; the need to tie degree programs with "real life" issues in the workplace. For counseling, some suggestions by the students included the need for evening stress workshops. More than a few students noted this.

Concerning Recreational/Leisure, respondents made only a few suggestions: a weight reduction program; a monthly mailer for students interested in campus events; reasonably priced, convenient and improved on campus childcare.

Some students commented they did not have the time for recreation/leisure programs.

CHAPTER V

Summary and Conclusions

Summary

The greatest stress faced by respondents was in their relationships with their spouses, followed by work/financial, parenting, recreation/leisure and institutional support.

Differences between married graduate males and females were not statistically different; both groups reported comparable levels of stress.

Ethnic differences were not discerned via Chi Square analysis; all three groups reported comparable levels of moderate to high stress.

The institutional student support services that respondents considered to be most helpful were in academic and counseling services, while recreation and leisure services/programs were uniformly seen as being unneeded by the respondents. In addition, some students wrote down their own ideas for needed services, including better childcare services; improved academic guidance and orientation; and stress management. Overall, however, most of the respondents appeared to have no strong opinions in terms of student support services. This would suggest that they may obtain their "support" off the campus. Additionally, the students tended to have little time in order to take full advantage of student support services.

Finally, some student support services and programs offered on campus, serve day time students, at the expense of evening students.

Chi Square analysis did not reveal statistically significant differences in reference to gender. Frequency data revealed that males preferred recreation/leisure programs over counseling and academic services, while females preferred counseling, followed by recreation/leisure and academic services.

In reference to ethnic groups, Chi Square analysis did not reveal statistically significant data. The frequency data indicated that "Minority" respondents favored recreation/leisure services, followed by counseling and academic services. "White" respondents indicated that recreation/leisure services would be helpful, followed by counseling and academic services. Respondents in the "Other" category indicated that recreation/leisure services would be helpful, followed by counseling and academic services. It would appear that the respondents across ethnic categories feel a strong need for more leisure activities, than for counseling and academic services.

Several findings, although not statistically significant, reflect a trend that includes a moderate to high stress level experienced across gender and ethnic boundaries; work/financial concerns; the perceived inadequacy of departmental orientation and advisement; and

the perception of time constraints and how much they impact the students' leisure and recreational lifestyle.

The implications of these trends ought to be considered carefully by student services staff. At first glance, it appeared that the respondents did not view any of the services as particularly helpful. Yet many reported moderate to high stress in their lives. Although the respondents did not feel strongly about institutional student support services, it may be worthwhile to consider that some of the following institutional student support services might be perceived as being moderately helpful: (a) enhanced financial aid for graduate students, including grants; (b) developed one-day or half-day academic orientation programs for each School of Education department; (c) created more consistent and enhanced advisement services to students; (d) developed graduate student support groups, particularly for those completing thesis' and comprehensive examinations; and (e) informal workshops on time management.

Problems Encountered in Study

Several problem areas need to be addressed as they pertain to this study. The protocol sign off form should not have requested the subject's address. Several students commented on this, stating reasons of confidentiality. The same could be said for the Student Identification Number. The survey item that dealt with age range of children did

not account for more than one child on the coding sheet. Thus, only one child in a particular age-range was recorded, when the respondent may have had more than one child.

Also, some respondents failed to fill out page four, which surveyed the three institutional student support service needs areas. Apparently, the students thought page three of the survey/questionnaire was the last page. A comment should have been inserted for the respondent to go on to page four.

Recommendations for Further Study

It is hoped that this study will prompt further research concerning graduate students. Some suggested areas for additional study include: single parents, single students, non-working students and cohabitating students. Additionally, research should investigate sources through which graduate students obtain their support services. It is suggested that a comparison be made of graduate student stress and interventions on commuter versus residential campuses.

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Appendix A

MEMORANDUM
California State University, Northridge
Northridge, CA 91330

TO: School of Education Faculty Member_____

FROM: Rie R. Mitchell, Department of Educational Psychology and Counseling
Mark D. Nedleman, Graduate Student, Department of Educational Psychology and Counseling

DATE: March 12, 1991

RE: Graduate Student Survey Reminder

We would like to remind you to return the packet of student surveys that were put in your mailbox two weeks ago if you already have had your students fill them out. In the case you have not yet handed out the surveys to your class _____, please do so as soon as possible. Return the packet to Dr. Rie Mitchell's mailbox by **Friday, March 22nd**. We appreciate your cooperation.

If you have already submitted the completed surveys, please disregard this memo. Should you have any questions or concerns, please do not hesitate to contact Dr. Rie Mitchell at (818) 885-4976 or Mark Nedleman at (818) 886-4815.

Sincerely,

_____
Mark D. Nedleman
Graduate Student, Department
of Educational Psychology
and Counseling

_____
Rie Rogers Mitchell, Ph.D.
Department of Educational
Psychology and Counseling

/mn

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Name: _____

Address:_____

_____

Appendix B

MEMORANDUM
California State University, Northridge
Northridge, CA 91330

TO: School of Education Faculty Member

FROM: Rie R. Mitchell, Department of Educational Psychology and Counseling
Mark D. Nedleman, Graduate Student, Department of Educational Psychology and Counseling

DATE: February 25, 1991

RE: Graduate Student Survey, Request for Distribution

Congratulations. Based on a random selection process, we have chosen your class for distribution of the survey of graduate students. As you will recall from our previous letter, this study will assess the individual stressors of CSUN graduate students in the School of Education as well as gather information in terms of what particular university-based student services they would find most helpful in reducing their stress.

We are asking that you hand out the surveys to your students during the weeks of February 25th and March 4th, 1991. To ensure a higher survey return rate, it is best that they do the survey during the class break period. The surveys should take only 10 - 15 minutes to complete. Once completed, the students are to give their completed surveys back to you. After you have collected all the surveys, please put them in the envelope provided and put them in Dr. Rie Mitchell's box in the Monterey Hall mail room (located on the first floor). We would like the surveys returned on or by Friday, March 8th.

Attached to every survey will be a protocol form, stating background of the study, risks involved, confidentiality statement, compensation statement, complaint/concern procedure and non-participation statement. The survey is pretty much self explanatory. It is important that each respondent write their CSUN I.D. number (for statistical purposes only) on the survey (located on the upper right hand corner); they are NOT to write their name on the survey. Each survey will have a number on the upper right hand corner for tallying purposes. If your class has more than 20 students, please go ahead and distribute the surveys to the first 20 students in the classroom.

If you should have any questions, problems or concerns, please do not hesitate to contact Dr. Rie Mitchell at (818) 885-4976 or Mark Nedleman at (818) 886-4815.

Sincerely,

Mark D. Nedleman
Graduate Student, Department
of Educational Psychology
and Counseling

Rie Rogers Mitchell, Ph.D.
Department of Educational
Psychology and Counseling

/mn
enclosure

Appendix C

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Graduate Student Consent Form

I would like to request your cooperation in the conduct of a survey of graduate students. This study will assess the individual stressors of CSUN graduate students in Education as well as gather information in terms of what particular university-based student services they would find most helpful in reducing their stress.

The research will add to the limited literature we have concerning the effects of multiple stressors upon graduate students as well as assessing individual needs for institutional student services.

The survey/questionnaire will be used only once. No further survey/questionnaire will be handed out in the future for this particular study. No risks from participating in this study are known to the Researcher at this time.

Any information obtained in connection with this survey will remain in the strictest confidence. No names will be used in the survey/questionnaire. Only averages and other descriptive statistics will be reported in any publication. The Researcher will be solely responsible for analyzing the data.

You will not receive monetary compensation for participation in this study.

If you wish to voice any concerns about the research, you may contact the Director of Research and Sponsored Projects, 18111 Nordhoff Street, California State University, Northridge, Northridge, CA 91330, or phone (818) 885-2901. If you have specific questions or concerns about the study, please contact Mark Nedleman at (818) 886-4815.

You should understand that approval for you to participate in this study is completely voluntary, and you may decline to participate in this study without jeopardy.

==========

I have read the above and understand the conditions outlined for participation in the described study. I give informed consent, as stated below, to participate in this study

Student Name:_____

Street Address:_____

City _____ State_____ Zip _____

Signature _____ Date _____

Appendix D

Graduate Student Survey

California State University, Northridge

Demographic Information -

1. Year in Graduate School: 1st __ 2nd __ 3rd __ 4th or more __ 2. Average Unit Load___

3. Specialty in Education : Educ. Admin. , Supv. & Higher Ed. __ Educ. Psych. & Couns.__ Elem. Educ. __ Second. & Adult Educ.__ Soc. & Phil. Found. __ Spec. Educ. __ Other__

4. Sex: Male____ Female____

5. Partnership Status: Married___ Cohabitating (Partnership/Relationship)___ Living Alone (Or living with others in a non-partnership relationship).__

6. Years together_____ (If married or cohabitating)

7. Age: 20-24___ 25-35____ 36-45____ 46-60____ 61 +____

8. Ethnicity: American Indian__ African American__ Asian__ Latino__ Northern-European Heritage__ Middle Eastern__ Other__

9. If an immigrant, how long have you lived in this country? _____

10. Number of Children at Home: 1__ 2+__

11. Age range of Child(ren) (please check): Infant __ Preschool - Kindergarten __ Elementary __ Secondary __ College __ Adult __

12. Employment Status: Full-time (35+ hours)__ Part-time__ Not Working__

13. Job is: Low Stress__ Average Stress__ High Stress__

14. Spouse / Partner Employment Status: Full-time__ Part-time__ Not Working__

INSTRUCTIONS: Please circle a response (in terms of how you GENERALLY FEEL) to each statement on this and the following page. Do not circle a response if a statement is not applicable.

Relationship Status:	Strongly Agree	Agree		Disagree	Strongly Disagree
15. My mate and I have few disagreements.	1	2	3	4	5
16. My partner says s/he supports my academic pursuits.	1	2	3	4	5
17. I am frequently able to talk to my mate about school.	1	2	3	4	5
18. I consider my relationship with my partner a good one.	1	2	3	4	5
19. My mate and I have an egalitarian (equal) relationship.	1	2	3	4	5
20. My mate and I have a satisfying sex life.	1	2	3	4	5
21. My partner helps with household tasks.	1	2	3	4	5
22. My partner helps with household tasks so I can focus on school.	1	2	3	4	5
23. I have good relations with my mate's parents.	1	2	3	4	5
24. Since I have entered graduate school, there has been no increase in stress in my relationship with my partner.	1	2	3	4	5

- Page 1 -

Parenting:	Strongly Agree	Agree		Disagree	Strongly Disgree
25. I am very close to my child (ren).	1	2	3	4	5
26. I am able to give enough time to my child(ren).	1	2	3	4	5
27. I am experiencing few conflicts with one or more of my child(ren).	1	2	3	4	5
28. I talk to my child(ren) about school.	1	2	3	4	5
29. I have adequate childcare.	1	2	3	4	5
Work/Financial Contribution:					
30. My job is moderately stressful.	1	2	3	4	5
31. Work is not detrimental to my schooling.	1	2	3	4	5
32. It is not too difficult to attend school and continue work atthe same time.	1	2	3	4	5
33. I am certain about my professional future.	1	2	3	4	5
34. I have sufficient amount of financial stability.	1	2	3	4	5
35. I am able to meet my financial obligations.	1	2	3	4	5
36. I have a low level of debt to cope with.	1	2	3	4	5
37. I contribute money to the family.	1	2	3	4	5
38. I discuss economic problems with my spouse/partner.	1	2	3	4	5
39. My spouse/partner and I discuss/share mangement of finances.	1	2	3	4	5
40. My spouse/partner does not resent the money spent on school.	1	2	3	4	5
41. I receive financial aid from CSUN or some other source.	1	2	3	4	5
Institutional Support:					
42. It has bee n easy to adjust to graduate school.	1	2	3	4	5
43. My department advisor is supportive and helpful.	1	2	3	4	5
44. I am satisfied with my academic progress.	1	2	3	4	5
45. I am satisfied with graduate student programming at this campus.	1	2	3	4	5
46. I know where to go on campus to seek academic assistance.	1	2	3	4	5
47. I am familiar with the university and community services, facilities and events.	1	2	3	4	5
48. I received a sufficient orientation from my graduate program.	1	2	3	4	5
49. There is sufficient time for student/ faculty interaction.	1	2	3	4	5
50. I feel I have received adequate information about academic requirements and procedures.	1	2	3	4	5
51. Faculty are sufficiently available to students.	1	2	3	4	5

Recreational/Liesure:	Strongly Agree	Agree		Disagree	Strongly Disgree
52. I regularly engage in enjoyable hobbies.	1	2	3	4	5
53. I have sufficient time to do the things I enjoy.	1	2	3	4	5
54. I have enjoyed campus-sponsored programs and events.	1	2	3	4	5
55. I have little conflict in balancing social and academic time.	1	2	3	4	5
56. I exercise regularly.	1	2	3	4	5
57. I generally enjoy good health.	1	2	3	4	5
58. I have a health problem.	1	2	3	4	5
59. I am physically handicapped.	1	2	3	4	5
60. Since entering graduate school, I have been able to regularly engage in recreational/ leisure activities.	1	2	3	4	5
61. I have not experienced increased stress in my life since entering graduate school.	1	2	3	4	5

Institutional Student Support Services -

CSUN offers most of the following services listed below: however some are not currently available. Please mark each Student Service you thinkwill meet your particular needs. Circling 1 means program is stongly needed; circling 2 means program is be mildly needed; circling a 3 means you are unsure if program is needed or not; circling a 4 means the program is little needed; and circling a 5 means the program not at all needed. Each subsection has space for any suggestions you would like to mention.

Academic Services:	Stongly Needed	Mild Need	Neutral	Little Need	Not Needed
1. Orientation to Specialty Program.	1	2	3	4	5
2. Graduate Student Support Group.	1	2	3	4	5
3. Gradate Student Thesis/Comps Support Group.	1	2	3	4	5
4. Graduate Student Mentoring (e.g. pairing of advanced graduate student with incoming graduate student).	1	2	3	4	5
5. Graduate Study Skills Program	1	2	3	4	5
6. Seminar on Computer Wordprocessing.	1	2	3	4	5

7. Your suggestions._____

_____

Counseling:					
8. Marriage and Family Counseling.	1	2	3	4	5
9. Stress Management Workshop.	1	2	3	4	5
10. Time Management Workshop.	1	2	3	4	5
11. Graduate Women's Support Group.	1	2	3	4	5
12. Role Management Therapy.	1	2	3	4	5
13. Parenting Effectiveness Group.	1	2	3	4	5
14. Financial Management Workshop.	1	2	3	4	5
15. Support Group on Stress.	1	2	3	4	5
15. Assertiveness Training.	1	2	3	4	5

16. Your suggestions._____

_____

Recreational/Leisure:					
17. On-campus entertainment and events.	1	2	3	4	5
18. Seminar on Relaxation Exercises.	1	2	3	4	5
19. Stress Reduction ThroughPhysical Fitness Course.	1	2	3	4	5
20. Liesure Enhancement Seminar.	1	2	3	4	5
21. Central and convenient location to find out about graduate social activities.	1	2	3	4	5
22. Intramural and recreational activities.	1	2	3	4	5
23. All-hours childcare service.	1	2	3	4	5

24. Your suggestions._____

_____

Thank you for your participation!

Table 1.

Amount of Reported Stress in Five Stress Categories as Perceived by Married Graduate Students

Stress Category	Stress Levels: Low f	Low %	Moderate f	Moderate %	High f	High %
Relationship	1	1.3	52	69.3	22	29.3
Parenting	9	34.6	46	46.2	5	19.2
Work/Financial	20	33.9	23	39.0	16	27.1
Institutional Support	31	41.9	21	28.4	22	29.7
Recreation/ Leisure	27	37.5	20	27.8	25	34.7

Table 2.

Married Male and Female Graduate Students Reporting Moderate to High Stress on Five Stress Categories

Stress Category	Stress Levels Male f*	%	Female f*	%
Relationship	8	100.0	65	98.5
Parenting	2	40.0	13	59.1
Work/Financial	5	83.4	34	65.3
Institutional Support	2	33.3	40	61.2
Recreation/Leisure	4	57.2	40	62.5

* f=number of married male and female graduate students reporting moderate to high stress.

Table 3.

Married Graduate Students Reporting Moderate to High Stress on Five Stress Categories According to Ethnicity

Stress Category	Ethnicity: Minority f*	Minority %	White f*	White %	Other f*	Other %
Relationship	11	100.0	40	98.5	21	100.0
Parenting	2	40.0	10	71.5	3	75.0
Work/Financial	5	50.0	21	67.7	12	70.6
Institutional Support	6	54.6	27	64.3	3	44.3
Recreation/ Leisure	8	66.6	22	59.4	13	65.0

* f=number of married male and female graduate students reporting moderate to high stress according to ethnicity.

Table 4.

Amount of Reported Degree of Helpfulness by Institutional Student Support Services as Perceived by Married Graduate Students

Service Category	Level of Helpfulness: Helpful f*	Helpful %	Neutral f*	Neutral %	No Help f*	No Help %
Academic	15	21.1	27	38.0	29	30.8
Counseling	21	30.4	18	26.1	30	43.5
Recreation/ Leisure	21	30.4	31	44.9	15	21.7

* f= number of married graduate students in each category.

Table 5.

Amount of Reported Degree of Helpfulness by Institutional Student Support Services as Perceived by Married Male and Female Graduate Students

	Gender			
Service Category	Male f*	%	Female f*	%
Academic	0	0.0	15	33.1
Counseling	1	20.0	20	31.7
Recreation/ Leisure	2	40.0	19	31.1

Note: Data reflect only those responses that indicate institutional student support services would be either very helpful or helpful.

* f= number of married graduate students in each category.

Table 6.

Amount of Reported Degree of Helpfulness by Institutional Student Support Services as Perceived by Married Graduate Students According to Ethnicity

	Ethnicity					
Service Category	Minority f*	%	White f*	%	Other f*	%
Academic	3	27.3	6	17.1	6	27.3
Counseling	4	36.4	11	33.3	5	22.7
Recreation/ Leisure	4	44.4	9	37.3	7	31.8

Note: Data reflect only those responses that indicate institutional student support services would be either very helpful or helpful.

* f= number of married graduate students in each category.